

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## The Show

Have students share their thoughts about the story *The Show*. You may want to ask them the following questions:

- What does Lane do that is brave?
- What does Kate do that is brave?
- Have you ever put on a show?

## Dinosaur Bones

Have students share their thoughts about the story *Dinosaur Bones*. You may want to ask them the following questions:

- What are they doing with the dinosaur bones?
- How do they lift the big bones?
- Have you ever been to a museum?

## Mike and the Mice

Have students share their thoughts about the story *Mike and the Mice*. You may want to ask them the following questions:

- How do the mice get in Mike's truck?
- What does Mike do with the mice when he finds them in his truck?
- Look at the word *mice*. What happens if there is only one? (Explain that the word becomes *mouse* and that some words change spelling when they go from one to more than one.)

## Huge Red Plume

Have students share their thoughts about the story *Huge Red Plume*. You may want to ask them the following questions:

- Can you name one thing the girl does with the plume?
- What would you do with a huge red plume?
- On line 5 the plume is used to slide *where*? (Explain that the word *down* tells more about the verb *slide* and is called an adverb.)

## The Bees

Have students share their thoughts about the story *The Bees*. You may want to ask them the following questions:

- Where do the three bees hide?
- Where does the queen bee hide?
- Can you find the verbs that end in *-ed*? (Explain that these verbs show that the action happened in the past.)

## My Shark

Have students share their thoughts about the story *My Shark*. You may want to ask them the following questions:

- Where does Mark play with his shark?
- How do Mark and his dad find out about real sharks?
- Look on line 11. Can you find two words that are homophones, or words that sound the same but are spelled differently? (Explain that the words *see* and *sea* are homophones.)

## Barnaby

Have students share their thoughts about the story *Barnaby*. You may want to ask them the following questions:

- What does Barnaby’s dad forget?
- How does he find his father at the castle?
- Look at line 10. Barnaby’s mother tells him to *run*. On lines 11 and 12 it says he *ran*. (Explain that some words change spelling when they tell about the present or the past. Discuss other examples in the story such as *took* and *take*, *shook* and *shake*, and *got* and *get*.)

## Animals in the House

Have students share their thoughts about the story *Animals in the House*. You may want to ask them the following questions:

- Why does Mother say they live in a zoo?
- Where can they go after they clean up?
- Look at the words *was* and *were* on lines 7 and 8. These are verbs, but they do not show action.

## Do You Know?

Have students share their thoughts about the story *Do You Know?*. You may want to ask them the following questions:

- The little boy asks his mother, “Why is it cold out in the \_\_\_\_?” (Have students provide the last word.) Can you find other words that rhyme with *snow*?
- What question does the mother ask the little boy?
- Can you find the color words in the story? (Explain that these words are adjectives and that they tell more about the nouns.)

## Cow on the Hill

Have students share their thoughts about the story *Cow on the Hill*. You may want to ask them the following questions:

- Why does Brown Cow want to go to the top of the hill?
- Who finally goes with Brown Cow to the top?
- Find the word *sheep* on line 18. Does this word mean one or more than one? (Explain that the word *sheep* can be singular or plural depending on context. Point out that some words stay the same for one or more than one, like *sheep* and *deer*.)

## Clouds

Have students share their thoughts about the story *Clouds*. You may want to ask them the following questions:

- Where are the four frogs?
- Why does the little girl have to run?
- On line 4 the whale has “a great big tail.” What other word could you use for *big*? (Explain that words with similar meanings are synonyms.)
- What word could mean the opposite of *big*? (Explain that words with opposite meanings are antonyms.)

## The Noise in the Night

Have students share their thoughts about the story *The Noise in the Night*. You may want to ask them the following questions:

- Who does Jenn bump into when she is looking for the noise?
- What is making the noise?
- On line 18, Jenn *tried* to stop. To change the word *try* to past tense, we change the *y* to *i*, then add the *-ed* ending. (Explain that for many words that end in *y*, we change the *y* to *i* before adding endings.)

## Strawberry Jam

Have students share their thoughts about the story *Strawberry Jam*. You may want to ask them the following questions:

- What does Shawnie’s mother say will happen if she doesn’t eat other foods?
- What does Shawnie learn that makes her think that her mother was right?
- On line 6, look for the verb *are*. (Explain that some verbs do not show action; they link words together.)

## Jade’s Note

Have students share their thoughts about the story *Jade’s Note*. You may want to ask them the following questions:

- What is Jade supposed to write on the whiteboard?
- What does Jade want to get most of all?
- List all of the things Jade wants to get at the store. Put them in alphabetical order. (Remind students that if some of the words start with the same letter, they should look at the second letter to decide the order.)

## Bertie

Have students share their thoughts about the story *Bertie*. You may want to ask them the following questions:

- What does the girl teach Bertie to do?
- What makes Bertie’s throat hurt?
- Look at lines 12 and 14. There is a word that tells when Bertie will be well. What is the word? (Point out that the word *soon* is an adverb.)

## Cory’s Horn

Have students share their thoughts about the story *Cory’s Horn*. You may want to ask them the following questions:

- Why does Cory practice his horn so much?
- Who has the biggest smile of all after Cory finishes playing his horn at the band concert?
- His brother doesn’t just have a big smile; he has the *biggest* smile. (Explain that adding a part to the end of a word, like *-est* to the end of *big*, changes its meaning. The part added to the end of a word is called a suffix.)

## The Lion and the Mouse

Have students share their thoughts about the story *The Lion and the Mouse*. You may want to ask them the following questions:

- Why does the lion let the little mouse go?
- How does the little mouse help the lion?
- Look at line 1. The lion is what size? The mouse is what size? (Point out that the words *large* and *little* are antonyms, or opposites.)

## Lightning Bugs

Have students share their thoughts about the story *Lightning Bugs*. You may want to ask them the following questions:

- Who tells Chelsey about the lightning bugs?
- What do Chelsey and her grandma use to catch the lightning bugs?
- Words that sound the same but are spelled differently are called *homophones*. This story has the word *there* spelled three different ways. Can you find them?

## Louis Braille: Light out of Darkness

Have students share their thoughts about the story *Louis Braille: Light out of Darkness*. You may want to ask them the following questions:

- What causes Louis Braille to lose his sight?
- How does Louis get the idea of using the code of raised dots for the blind to read?
- Look on line 6. It says Louis was a “blind child.” If there were more than one child, the word would be *children*. (Explain that some words change spelling when they change from one to more than one.)

## Trolls' Visit

Have students share their thoughts about the story *Trolls' Visit*. You may want to ask them the following questions:

- What kind of animal does the baby troll think the bear is?
- Why does the bear jump up and growl?
- This story has many verbs that show the action happened in the past. They have *-ed* at the end of them. See how many you can find.

## Andrew's News

Have students share their thoughts about the story *Andrew's News*. You may want to ask them the following questions:

- What is the question Andrew asks everyone?
- What does the teacher have all the children do to show what they have seen?
- Synonyms are words that have the same meaning. What are some of the synonyms that are used to tell about the rainbow?

## Sue's Slime

Have students share their thoughts about the story *Sue's Slime*. You may want to ask them the following questions:

- What day does Sue have to do her show-and-tell?
- What does the class think of Sue's slime?
- On page 8, look at the word *spoonful*. (Explain that the word part *-ful* added to the end of the word is a suffix.)

## The Name of the Tree

Have students share their thoughts about the story *The Name of the Tree*. You may want to ask them the following questions:

- Who goes first to ask the king the name of the tree?
- What does Tortoise do to help him remember the name of the tree?
- On lines 4 and 5 there are some adverbs. (Remind students that adverbs tell more about the verbs.) These words tell *where* and *how*. Can you find them?

## The Giant and the Hare

Have students share their thoughts about the story *The Giant and the Hare*. You may want to ask them the following questions:

- Why doesn't the giant read the sign that the hare has made?
- Why do you think the giant is grumpy?

## Frank's Pranks

Have students share their thoughts about the story *Frank's Pranks*. You may want to ask them the following questions:

- Frank and Hank are twins. They look alike, but what is different about them?
- How does Frank end up playing a prank on himself?
- Look on lines 9 and 10. What did Frank do to Bethany's ribbon? What did Hank do to it? (Explain that the word parts *un-* and *re-* added to the front of the words are called prefixes.)

## Through the Back Fence

Have students share their thoughts about the story *Through the Back Fence*. You may want to ask them the following questions:

- What is one of the things the boy really sees through his back fence?
- What does he wish he had so he could see far into the distance?
- This story has many adjectives. See how many you can find. (Remind students that adjectives tell more about a noun.)

## Fudge For Sale

Have students share their thoughts about the story *Fudge For Sale*. You may want to ask them the following questions:

- What does Riley want to buy with the money he earns from selling fudge?
- What does Riley want to make to earn money for a new bat?
- Find the verbs on line 6. Which of these verbs change spelling when they change from telling about now to telling about the past?

## Photos for Phil

Have students share their thoughts about the story *Photos for Phil*. You may want to ask them the following questions:

- Why can't Phil go to the zoo with his class?
- What does Ralph do so Phil can see what happened at the zoo?
- Find the verbs that don't show action in lines 1 and 2.

## Moose Are Not Meese

Have students share their thoughts about the story *Moose Are Not Meese*. You may want to ask them the following questions:

- What does Kimi lose?
- What rule does Kimi learn to help her make most words plural (mean more than one)?
- What are some of the words that Kimi learns that don't follow the rule?

## Little Barry Busy

Have students share their thoughts about the story *Little Barry Busy*. You may want to ask them the following questions:

- What do Barry and his babysitter explore?
- How many songs does she sing to get Barry to sleep?
- Find the words that have prefixes in this story.

## Turtle's Pond

Read *Turtle's Pond* to students. When you are finished, have students summarize the story by remembering the order of events. You may want to ask the following questions:

- What happens first in the story?
- What happens next?
- How does the story end?

## The Story Cloth

Read *The Story Cloth* to students. When you are finished, have students summarize the story by remembering the order of events. You may want to ask the following questions:

- What comes first in the story?
- What happens in the middle of the story?
- How does the story end?

## Lorenzo's Llama

Read *Lorenzo's Llama* to students. When you are finished, have students summarize the story by remembering the order of events. You may want to ask the following questions:

- What happens first in the story?
- What happens next?
- How does the story end?

## The Sweater

Read *The Sweater* to students. When you are finished, have students summarize the story by remembering the order of events. You may want to ask the following questions:

- What happens first in the story?
- What happens next?
- How does the story end?

## Noise? What Noise?

Read *Noise? What Noise?* to students. When you are finished, have students summarize the story by remembering the order of events. You may want to ask the following questions:

- What happens first in the story?
- What happens next?
- How does the story end?

## The Story of Tong and Mai Nhia

Read *The Story of Tong and Mai Nhia* to students. When you are finished, tell students that good readers think about the characters in the story and compare them to each other. You may want to ask the following questions:

- What do the characters Tong and Mai Nhia have in common?
- How are they different?

## What If You Were an Octopus?

Read *What If You Were an Octopus?* to students. When you are finished, tell students that good readers think about the characters in the story and compare them to each other. You may want to ask the following questions:

- What do the children and the animals in the story have in common?
- How are they different?

## The Talking Lizard

Read *The Talking Lizard* to students. When you are finished, tell students that good readers think about the characters in the story and compare them to each other. You may want to ask the following questions:

- What do Mai-Li and the gecko have in common?
- How are they different?

## The Weather on Blackberry Lane

Read *The Weather on Blackberry Lane* to students. When you are finished, tell students that good readers think about the characters in the story and compare them to each other. You may want to ask the following questions:

- What do the little girl and her great-grandpa have in common?
- How are they different?

## Why Wind and Water Fight

Read *Why Wind and Water Fight* to students. When you are finished, tell students that good readers think about the characters in the story and compare them to each other. You may want to ask the following questions:

- What do Wind and Water have in common?
- How are they different?

## Little Tree

Read *Little Tree* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?

## All on the Same Earth

Read *All on the Same Earth* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?

## The Bee's Secret

Read *The Bee's Secret* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?

## How Rivers Began

Read *How Rivers Began* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?

## Pencil Magic

Read *Pencil Magic* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?

## Elephant Upstairs

Read *Elephant Upstairs* to students. When you are finished, have them compare their predictions to what really happened in the story. Also explain that good readers can better understand a story if they think about its parts and build a story map. You may want to ask them the following questions:

- What is the setting?
- Who are the characters?
- What is the problem?
- What is the solution?